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ABSTRACT

The Maryland Career Development Project, a three-year model implemented in Baltimore City with information dissemination and provision of services to the entire State, presents in its final report descriptions of the project's seven components and the major results or accomplishments of the project, supported where possible by evaluative data collected during the first two years. The project's components were: an elementary career development resource component, a junior high work-oriented component, an information and placement system, career exploration workshops, a television series, a career development resource notebook, and the Maryland Career Development Conference. Conclusions, implications, and recommendations are included in the report, as well as a three-page bibliography. A listing of resource materials developed as part of or in conjunction with the project is included in the appendixes, with sources from which the materials are available in limited number. (AJ)

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BALTIMORE, MARYLAND 21240

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# MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT)

## FINAL REPORT

August 1973

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VOLUME I OF II

FINAL REPORT

Project No. 0-361-0021
Contract No. OEG-0-70-5186(361)

# Maryland Career Development Project (K-Adult)

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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August 1973

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Final Report

Project No. 0-361-0021
Contract No. OEG-0-70-5186 (361)

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Exemplary Project in Vocational Education
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Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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August 31, 1973

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FINAL REPORT
OF
THE MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT)
JULY 1, 1970 - AUGUST 31, 1973

## Report Summary

The Maryland Career Development Project (K-Adult), the State's first model career education project, was conducted from July 1, 1970, to August 31, 1973. There is considerable evidence, presented in this report, that the goals of the project have been accomplished and that the project has had a major influence on the development of career education as an educational priority in Maryland.

The goals of the Maryland Career Development Project (K-Adult) are:

1. To help individuals develop a positive self-concept and a greater degree of self-understanding.

2. To help students learn about and understand the range of educational and career opportunities presently available and likely to be available in the future.

3. To help students develop and use the decision-making process more effectively.

4. To help individuals make a smoother transition from education to the world of work and vice versa.

In order to accomplish these goals, the Maryland Career Development Project was organized into seven components, three of which comprised the operational setting in Baltimore City: the elementary resource component, the work-oriented (cooperative) component, and the information and placement system component. Two of the components were designed to provide services on a Statewide basis, including the operational setting in Baltimore City: the Career Exploration Workshops and the television series. Two of the components were designed to disseminate information about the Maryland Career Development Project and the concept of career development throughout the State: the Career Development Resource Notebook and the Maryland Career Development Conference. The specific objectives and the procedures related to each of these components are described in greater detail in the body of this report.

Major results and accomplishments have been attributed directly or indirectly to the project activities. Direct results have been seen as a result of the impact on students and staff involved in the project. The project has had an impact on students through such activities as the development of employability skills through the work oriented component, by providing career awareness information through the television series, and by providing career information through the microfilm information system. The impact on teachers and other staff members has been made through the inservice activities conducted at the elementary, junior high, and senior high school levels; through the Career Exploration Workshops;

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and through the development of the elementary career resource book and the junior high school career exploration model program.

During the third year of the project's operation, major implementation of career education took place in Baltimore City and in Maryland. A full-time project coordinator, Mrs. Charlotte Mebane, and two full-time assistant coordinators, Mrs. Audrey Allen (elementary) and Mr. Yancy Whittaker (secondary), were responsible for carrying out the day-by-day operation of the Baltimore City components. At the same time, they established working relations with the Superintendent's Task Force on Career Education, and they provided leadership to the divisions and individuals in the City school system who were responsible for implementing career education. Mr. Niel Carey, with the assistance of Mrs. Nancy Pinson (elementary) and Mr. Otho Jones (secondary), continued the overall direction of the project. At the same time, they assumed major roles in planning and implementing the Maryland State Department of Education's Career Education Five Year Plan. (Further information on Baltimore City's Career Education Task Force and the Maryland State Department of Education's Five Year Action Plan may be found in Appendix B).

The indirect results and accomplishments of the project are best indicated by the degree to which the Maryland State Department of Education and the local school systems have moved toward facilitating the career development of individuals by identifying career education as one of the major educational priorities. This is consistent with the major recommendation to emerge from this project: that educators, students, and members of the community should work together in providing for the career development needs of individuals by planning, implementing, and continuously evaluating career education programs and activities as an integral part of the total education program in Maryland.

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Goals and Objectives of the Project

The goals of the Maryland Career Development Project (K-Adult) are:

1. To help individuals develop a positive self-concept and a greater degree of self-understanding.

2. To help students learn about and understand the range of educational and career opportunities presently available and likely to be available in the future.

3. To help students develop and use the decision-making process more effectively.

4. To help individuals make a smoother transition from education to the world of work and vice versa.

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## The Problem

The problem that this project was concerned with is stated in the original project proposal. This proposal points out that "... the primary components of this project will be located in Baltimore City, with certain project components designed to disseminate information about the operational components or to provide services to the entire State, including the operational setting." The project was designed in this way primarily for two reasons. First, Baltimore City's student population includes a high percentage of students who can be classified as disadvantaged, unemployed, out-of-school youth, handicapped, or school dropouts. The career development of all individuals is important. However, to individuals who are disadvantaged, this aspect of their development may mean the difference between surviving and not surviving in a complex society. Second, despite the educational and other kinds of problems that are found in Baltimore as well as other cities, Baltimore City has historically provided strong national leadership in important areas of education such as vocational education, and guidance and placement. This strong leadership continues today. With this educational leadership that is the result of the effective working relationship between the City school system, the Maryland State Department of Education, and the University of Maryland, and with the creative provisions of the Exemplary Programs Section of the Vocational Education Amendments of 1968, an exemplary project will be developed which will not only demonstrate more effective educational programs in the City, but will provide working models for students in the entire State. This project was designed to show that, given responsible resources and effective leadership, programs can be planned which can solve major educational problems.

The entire project is organized around the concept that much of education may be changed or may be made more relevant by focusing on activities or programs which facilitate the career development of individuals. This career development concept has evolved over a period of time through the ideas and writings of people such as Ginzberg, Roe, Super, Holland, and Osipow. The theories put forth by these individuals have been tested and put into practice by a number of people, including Dr. Gene Bottoms of Georgia, and Dr. Ed Herr of Pennsylvania State University. The annotated bibliographies on areas such as career exploration developed at the ERIC Centers at Michigan and Ohio were especially useful in selecting procedures to be used in the project's components.

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The Project Design

The goals of the Maryland Career Development Project were accomplished by achieving the following operational objectives, which are sometimes referred to as "components":

1. The Elementary Resource Component. To provide a resource teacher who would work with other teachers and a staff of five elementary schools (eight schools during the second and third year of operation) in helping them devise procedures, programs, and materials related to facilitating the career development of their students.

   The resource teacher conducted faculty meetings and inservice programs, worked with citywide curriculum committees and curriculum specialists, and developed and demonstrated a variety of materials and techniques. This enabled teachers and staff members to understand the concept of career development and helped them incorporate this concept into the existing elementary school program in such a way as to facilitate the career development of the students in the project schools. Many of the procedures and materials developed were incorporated in the Elementary Career Education Resource Guide.

2. The Junior High Work-Oriented (Cooperative) Component. To provide training in employability and employment-related skills to 65 students in two junior high schools. This objective was achieved through the following activities or procedures:

   a. A work-study coordinator was employed for each of the two junior high schools.

   b. Private employers and small businessmen were recruited by the coordinators for the purpose of providing training for the students in employability skills and in attitude development.

   c. Inschool related instruction and counseling was provided to the students in order that they might learn basic skills, as well as gain information about their own aptitudes and interests in relation to the world of work.

   d. Learning packages were developed which related basic subject matter to career education.

   e. Inservice training was provided all junior high school counselors in order that they might understand the concept of career education and the importance of career guidance within that concept.

   f. A junior high school career exploration program model was developed which included many of the innovative practices and activities developed as a part of this project, as well as activities and practices from ongoing projects, such as Project CO.

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3. The Information and Placement System Component. To provide students with up-to-date, reliable, and accurate information about career and educational opportunities, thereby complementing and increasing the effectiveness of the existing placement system in Baltimore City.

   This objective was achieved by developing a career information dissemination vehicle and by providing inservice training for teachers at Southern High School in the concept of career education and the teachers' responsibilities related to this concept. (Originally, a computerized information dissemination vehicle was utilized, but at the request of the U. S. Office of Education, the use of this system was discontinued. A microfilm system, commonly known as VIEW, became the information dissemination vehicle during the second and third year of operation of the project.

4. The Career Exploration Workshop Component. To bring together teams of teachers, counselors, and administrators from school systems throughout Maryland; to acquaint them with the importance of career development generally, and with career exploration at the junior high level specifically; and to train them in the use of procedures and materials with which they could plan, implement, and evaluate a career exploration program in their own schools.

   This objective was achieved by conducting a two-week workshop for the specified personnel during the first and second years' operation of the project. During the third year of the project's operation, two workshops, each of one week's duration, were conducted. One workshop was for local school personnel, the second workshop was for teams of administrators and supervisors from the school system level. Follow-up activities, including visits to the school by project personnel, supported the implementation strategies developed by the teams during the workshops.

5. The Television Series Component. To produce a series of fifteen television programs, along with a teacher's manual, which would provide students in grades four through eight with information about the range of opportunities available in several broad career areas.

6. The Career Development Resource Notebook Component. To develop a resource notebook which would acquaint educators with the concept of career development and to provide them with examples of goals, objectives, activities, and resources which may be used in planning and operating programs in career education.

7. The Maryland Career Development Conference Component. To conduct a Statewide conference which would bring together key educational agencies, the Maryland State Department of Education staff, and the faculties of institutions of higher education and project personnel, in order to learn about the concept of career development and the ideas and procedures generated by this project.

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## Results and Accomplishments of the Project

This section will be devoted to the major results or accomplishments of the Maryland Career Development Project over the past three years. The importance of these results and accomplishments will be supported, wherever possible, by available evaluative data collected during the first two years' operation of the project.

1. The Elementary Career Development Resource Component

   a. The resource teacher, Mrs. Audrey Allen, demonstrated activities and services, and developed and tested procedures and materials in the elementary schools participating in the project. During the first year of the project's operation, 34 teachers in 5 schools and approximately 1,350 students benefited from the services of the resource teacher. During the second and third years' operation of the project, 50 teachers from 8 schools and approximately 1,635 students benefited from the services of the resource teacher. Many of the materials, activities, and procedures which were demonstrated and developed are included in the Elementary Career Education Resource Guide which will be more completely described in a later item.

   b. During the project's third year of operation, the resource teacher conducted major inservice activities for the teachers and staff of the eight elementary schools involved in the project. A 2 1/2-day workshop was conducted for a nucleus of 20 teachers from the 8 participating schools on October 5 through October 7, 1972. The purpose of this workshop was to acquaint the participants with the broad concept of career education, with their responsibilities within this concept as elementary teachers, and to receive input from them concerning the content of the career education resource guide. The second 2 1/2-day workshop was conducted on January 17 through January 19, 1973. Twenty-four teachers and staff members participated in the workshop, with representatives from the primary and the intermediate level of all eight schools. The purposes of this workshop were first, to critique a draft of the career resource notebook, and, second, to learn new skills related to career education at the elementary level. The keynote speaker for this workshop was Mr. Howard White, Assistant Superintendent for Administration and Finance in the Baltimore Public Schools.

      A final one-day workshop was held on June 20, 1973. At that time, the teachers who had participated in the project reported on the progress that they had made, and made recommendations for the strengthening of career education at the elementary level. The teachers described the success that they had had in working with other teachers in their schools and in involving parents and members of the community. They also discussed the difficulties encountered in working with many priorities such as reading and drug education programs, and in coping with budgetary constraints which, for example,

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curtailed field trips. Administrators and supervisors from the elementary and curriculum areas attended the workshop, participated in the discussion, and received the recommendations of the group. Dr. Rebecca Carroll, Assistant Superintendent for Elementary Education, and Dr. Benjamin Whitten, Area Superintendent for Vocational Education, were among the participants.

c. An Elementary Career Education Resource Guide has been prepared and 500 copies have been printed. The book will be distributed to educational administrators and supervisors, especially at the elementary level, prior to October 1, 1973. Sections of the resource book include: an overview of career education, curriculum analysis and modification, community resources, teacher and commercially-developed materials, evaluation, and program references and bibliography. The outline and the basic content of the resource book were prepared by the elementary coordinator. Suggestions, sample materials, and additional content were provided by the project staff and by teachers involved in the project.

Prior to printing, a draft of the resource book was reviewed by the Project Director and Assistant Director (Elementary), by Mrs. Carolyn Boston, Acting Director of the Division of Guidance and Placement, and by Dr. Rebecca Carroll, Assistant Superintendent for Elementary Education.

2. The Work-Oriented (Cooperative) Component

a. During the first year of this project's operation, one work-study coordinator was employed to secure training stations for approximately twenty students in one junior high school, General Henry Lee (School #72). The coordinator obtained the training stations, placed the students, and also conducted the related classroom instruction. Most of these students were 7th graders, ranging in age from 14 to 16 years. During the second year, a second work-study coordinator was employed to operate a similar program in a second junior high school, Rock Glen Junior High School. The students in the second school population were 9th graders, ranging in age from 14 to 17 years. During the third year of the project's operation, the programs at both schools were conducted in accordance with the Department of Labor's WECEP guidelines. In accordance with these guidelines, as students gained in employability skills agreed on by the work-coordinator and the employer, employers agreed to assume up to 50 percent of the student's "wage."

There have been several indications of the success and potential of this component and of work-experience as a part of career education generally. First, the attendance and achievement of the participating students has generally improved.

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This improvement has been more pronounced in the attendance area. It has been more difficult to pinpoint in the achievement area because in one school the grading system was changed during the third year of operation of the project. The improvements in achievement and attendance were more noticeable at Rock Glen Junior High. Second, several informal evaluative discussions with the participating students indicate their enthusiasm for the cooperative project and for the more positive way that they now perceive their school experiences and themselves. Third, the businessmen and employers who have participated in the project often reflect a new sensitivity to young workers and a greater willingness to cooperate with educators. These indications of the success of this componert are especially important in view of the fact that the student participants in the program had exhibited dropout-proneness, including poor attendance, achievement, attitudes, and self-concepts.

b. The related inschool instruction was an important part of the work-oriented component. During the first two years of the project's operation, the work-study coordinators conducted part of this instruction themselves, and they worked closely with regular classroom teachers in organizing and presenting subject matter in such a way that it related to their work experiences to the greatest degree possible. During the third year of the project's operation, Mrs. Lorraine Ritter, a social studies teacher at School #72, worked very closely with the students and staff involved in this component and revised and further developed a series of 43 learning packages especially related to the world of work and employability skills. Many of these packages had been developed in conjunction with the McCormick Plan, a cooperative program involving School #72 and the McCormick Company. Mrs. Ritter demonstrated the fact that these packages could be used in other school settings when she conducted field tests of a sample of the learning packages at Rock Glen Junior High School. The demonstration took place over a three-day period and it involved different grade and ability-level classes. Observers of the demonstrations included teachers in the school, along with administrative and supervisory-level personnel. The results of the demonstrations were positive, but the teachers who observed the demonstration were especially interested in having access to the materials. The cooperation of the principals of the two schools in making arrangements, schedule changes, and other modifications, was an important factor in the success of this component.

c. School counselors played an important role in the work-oriented component. In addition to providing career information to the students, counselors often became involved in group counseling sessions related to problems associated with job adjustment and with human relationships on the job. In order to help counselors become more proficient in this kind of responsibility, a one-day workshop for all junior high

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counselors in Baltimore City was conducted on October 31, 1972. Approximately seventy counselors attended the workshop and learned about the concept of career education and the responsibilities of counselors related to this concept.

d. A junior high school career exploration program model has been assembled, under the leadership of Mr. Yancy Whittaker, with the assistance of project staff and with the cooperation of many people from the Baltimore Public Schools. The program model was designed to provide goals and objectives of career exploration at the junior high level and to provide a range of program elements, activities, and strategies which have been demonstrated and tested, not only through the components of the Maryland Career Development Project, but also through many of the outstanding projects related to career education which have been in existence in Baltimore City for a period of time. In order to provide coordination between this project and the City Career Education Task Force, considerable attention was given to the Task Force report, and wherever possible, materials from the report were included in the career exploration model. A draft of the model was critiqued by several members of the project staff and by school counselors. Five hundred copies of this model have been printed and will be distributed to secondary administrators and supervisors in the Baltimore Public Schools prior to October 1, 1973.

3. The Information and Placement System Component

a. A system to deliver career and educational information, which complements the existing placement system in Baltimore City, has been developed. With the microfilm VIEW system as the primary delivery vehicle, approximately ninety individual career descriptions have been developed. Each VIEW card contains information about the job or career, working conditions, rewards, attributes or characteristics required to work in the job, and available training or higher education opportunities related to the area. Mr. Kammerer, who became responsible for this component at the beginning of its third year of operation, has developed one classification system for the VIEW cards according to the 15 USOE career clusters and one according to the Kuder Interest Inventory. Mr. Kammerer has distributed these classification schemes to the schools having access to VIEW equipment, and he has continually worked with counselors, teachers, media specialists, and placement specialists in the use of this information system. This has been important, because equipment malfunctions during the project's second year of operation caused many school personnel and students to refrain from the use of the VIEW machines. At the present time, the equipment is, for the most part, functioning in a satisfactory manner.

b. During the second year of operation of this project, orientation for all school principals and counselors was provided in the use of the microfilm information system. During the third year of the project's operation, additional inservice training

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in career education and the importance of career information as part of that concept was presented to the faculty members at Southern High School. The inservice training was conducted by Dr. Kenneth B. Hoyt, who is very familiar with the VIEW system and its relationship to career education. Follow-up workshops were also conducted with members of the Guidance Department and the library staff.

c. The importance of the relationship between students obtaining information about career opportunities and their utilization of this information in obtaining employment and higher education placement cannot be stressed too strongly. In order to strengthen this relationship, several staff members in Southern High School have worked together in establishing a career center, presently located in the school library at Southern High School. This center is near the Guidance Office, is accessible to students, and contains a wide variety of sources of career information, including the VIEW reader-printer and the set of VIEW cards. Another high school in Baltimore City, Walbrook High School, is not directly associated with the project, but several of the project staff members have developed working relationships with the staff at Walbrook High School, primarily because of the strong, enthusiastic interest in career education exhibited by the principal, Mrs. Anne Emory, and her staff. During the fall of 1972, Walbrook High School suspended regular school activities for one week and devoted the week to activities directly related to career education. In addition, the school has a very active Career Education Committee and, as a result of that committee, an innovative career center has been started at the school.

   These activities have directly supported Baltimore City's placement program which has a national reputation for effectiveness. One of the results of this placement program continues to be the relatively low youth unemployment rate in the City and the positive attitude that the business and labor community has toward the City's students who seek employment.

d. Considerable attention was given to the coordination of the activities in this component and to the articulation between activities conducted at the junior high school and at the senior high school levels. In addition to the ongoing coordination provided by Mr. Yancy Whittaker, special meetings were regularly held for this purpose. One such meeting involved Dr. Joel Carrington, Associate Superintendent for Secondary, Vocational, and Adult Education, the project staff, and the principals of School #72, Rock Glen Junior High, Southern High School, and Walbrook High School. At this meeting, plans were made for the inservice training for teachers described in (b), and a discussion concerning the articulation of students involved in the work-oriented component. A second meeting later in the year established the need for a Citywide workshop for secondary, vocational, and adult educators on the concept of career education and its implementation. (See Appendix C.)

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(Note: The primary thrust of the Maryland Career Development Project centered around the three components located in Baltimore City. The full-time project personnel, the project coordinator, and the assistant coordinators for elementary and secondary levels spent a considerable amount of time coordinating the activities of the project with the Superintendent's Task Force on Career Education, with administrative and supervisory staff, and with other related program activities such as Project GO. The top administrative leadership in the City assisted in this coordination process in several ways, but primarily in their willingness to attend meetings related to career education and to cooperate with project staff. Special leadership in this area has been provided by Dr. Vernon Vavrina, Associate Superintendent; Dr. Robert Lloyd, Assistant Superintendent for Pupil Services; Dr. Joel Carrington, Assistant Superintendent for Secondary Education; Dr. Rebecca Carroll, Assistant Superintendent for Elementary Education; and Dr. Benjamin Whitten, Area Superintendent for Vocational and Technical Education.

While the State personnel (Project Director and Assistant Directors--Elementary and Secondary) continued their overall responsibilities in the project, their responsibilities for career education at the State level increased. For example, the Project Director and the two Assistant Directors served as members of the Task Force which developed the State Five Year Plan for Career Education. The Project Director was also selected to head the Task Force charged with the responsibility of implementing the State plan. The two Assistant Directors were named as members of this Task Force. Because of budgetary uncertainties, personnel cutbacks, and other constraints, these responsibilities were carried out without additional personnel. However, because of several factors, including the impetus created by the project in Baltimore City, and because of project activities described in the next section, the State's priority in career education has continued, and the numbers of schools and school systems involved has increased.)

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4. The Career Exploration Workshops

During the project's first year, school-level teams from eleven school systems participated in the two-week workshop conducted on the College Park Campus of the University of Maryland. Each team consisted of a counselor, an industrial arts teacher, and a home economics teacher. During this project's second year, teams from fifteen school systems participated in the workshop. During the second summer, however, the individual teams were expanded to include two additional people representing subject matter areas such as English, mathematics, or social studies. Project staff and members of the Workshop Advisory Council made several visits to the schools of the participating teams in order to provide support and assistance, and to determine the extent to which the teams were successful in implementing their own plan for career exploration. These follow-up visits brought out clearly the need for administrative understanding and support of career education. Therefore, it was felt that, during the third workshop year, an opportunity should be provided for school system-level administrators and supervisors to benefit from these workshops. Accordingly, two one-week workshops were conducted: one for school-level personnel and one for school system-level personnel. The content of these workshops was broadened to include the whole concept of career education, and the cost of the workshop was borne completely by the State Education Department.

There is general agreement that these workshops have served to provide a sizeable nucleus of informed, committed educators who have been responsible for initiating career education plans and programs in their classrooms, schools, or school systems. The enthusiasm with which many of the participants have done this has caused other people to conduct similar activities.

The workshops have served an additional purpose in that they have focused attention on innovative program practices, and on educators, parents, students, and members of the community who have made important contributions in the area of career education. A further indication of the success of these workshops is provided by the fact that the workshops are now an important part of the State's Five Year Plan for career education. Again this year, two workshops will be conducted with funding provided through general State revenues.

5. The Television Series Component

The television series "Calling Careers" has been produced. The series consists of fifteen programs, each program of approximately twenty minutes' duration. Thirteen of the programs provide information about a broad career area such as health, transportation, agri-business, or manufacturing. The introductory program gets across the idea that people are different: They have different interests, aptitudes, physical characteristics, and personalities. The concluding program emphasizes the idea that people change;

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that people can control some of the changes; and that decision-making skills are important to the changes that we can control or the changes to which we learn to adapt. The series was first telecast during the spring (1972 semester). Each of the programs in this series was telecast five times a week: Monday morning; Tuesday morning and afternoon; and Thursday morning and afternoon. After the series was telecast, and student and teacher evaluations compiled and analyzed, modifications were made in several of the programs.

a. An extensive evaluation of the series was done from the standpoint of student perceptions and outcomes, and from the standpoint of teacher perceptions and utilization. Several key facts emerged from the teacher evaluation:

(1) Forty-nine percent of the teachers used the series as a supplement to the regular curriculum, 22 percent of the teachers used the series as an integral part of the curriculum, and 28 percent of the teachers used the series independent of the regular curriculum.

(2) On a five-point scale, ranging from one (poor) to five (excellent), 21 percent of the teachers rated the series at five, 55 percent of the teachers rated the series at four, 17 percent of the teachers rated the series at three, and 6 percent of the teachers rated at two.

(3) In rating the draft of the teachers' manual accompanying the series, using the same scale ranging from one (poor) to five (excellent), 28 percent of the teachers gave a rating of five, 47 percent of the teachers gave a rating of four, 22 percent of the teachers gave a rating of three, and 3 percent of the teachers gave a rating of two.

Provision has been made to distribute this series within the State and nationally. The "Calling Careers" series has been accepted by the Eastern Educational Network for distribution through its facilities. In order to provide maximum utilization of the series throughout the State, including parts of the State without access to the existing television network, seven kinescopes of the series have been made and distributed: four sets have been made available for distribution through the State Education Department's Media Center, one set was made available to the elementary resource teacher in Baltimore City, one set made available to the Washington County Career Education (Part C) Project, and one set made available on permanent loan, at their request, to the parochial school system in Maryland.

6. The Maryland Career Development Resource Notebook

A working draft of the Maryland Career Development Resource Notebook was completed on October 1, 1971, and was distributed to the participants of the Maryland Career Development Conference on October 28, 1971. In addition, the notebook was accepted as

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part of the ERIC system at the Ohio State Center. The participants in the Career Development Conference received the notebook, were asked to evaluate its content on the basis of a five-point scale ranging from one (of no value) to five (of great value). The mean values assigned to the various sections of the notebook are indicated below:

Section 1 - Introduction - Mean Value 3.0
Section 2 - Planning and Program Development - Mean Value 3.8
Section 3 - Career Development Models - Mean Value 3.9
Section 4 - Implementing the Career Development Concept - Mean Value 3.1
Section 5 - Resources - Mean Value 2.9

There are no present plans to further revise this resource notebook. However, plans are presently under way to develop as part of the State Five Year Plan for Career Education, a resource notebook for career education. This notebook will be organized around the five components of career education, will include information about innovative programs and practices in career education, and will include references on bibliographic and material resources.

7. The Maryland Career Development Conference

The Maryland Career Development Conference was held on October 28, 1971, and approximately two hundred and fifty educational administrators and supervisors throughout the State attended the conference. The conference consisted of a keynote address by Dr. Wesley Tennyson of the University of Minnesota, a slide-tape presentation of the Maryland Career Development Project, and luncheon addresses by Mr. James L. Reid, Assistant State Superintendent for Vocational-Technical Education, and Mr. Fred H. Spigler, Jr., Governor Mandel's Administrative Officer for Education. During the afternoon session, the conference participants had the opportunity to listen to small group presentations made by project personnel, to ask questions about the project components, and to interact with personnel involved.

Evaluating the degree to which the conference achieved its objectives, two responses seem to stand out. First, the conference participants were asked to indicate the degree to which they agreed with the concept and philosophy described in the Maryland Career Development Project. A composite point value of 4.26 was obtained, based on a five-point scale of one (complete disagreement) to five (complete agreement). Second, when asked the degree to which the participants were ready to implement the concepts and the ideas that had been gained from the conference, a composite score of 4.57 was obtained, based on a scale ranging from one (unwilling to implement the concepts at this time) to five (ready to implement the concepts and ideas immediately).

In addition to the data referred to above, in the opinion of many educators throughout the State, this conference and an awareness

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of the Maryland Career Development Project laid the groundwork for the general acceptance of the concept of career education throughout the State. Within a few months after this conference was held, the Maryland State Board of Education listed career education as one of five priorities in Maryland, Governor Mandel sponsored a State conference on career education, the State Department of Education devoted its annual conference on education to career education, and a State task force on career education was named for the purpose of developing a comprehensive plan. This plan was accepted by the State Board of Education in December 1972, and a task force was named in January 1973 to implement the plan.

At the same time that the State Board of Education accepted the Career Education Five Year Plan, it adopted a budget which included approximately $1,500,000 for career education. Even though the legislature passed appropriations for only $350,000 for career education, apprenticeships, and vocational education, the precedent for providing funds for career education has been established.

Soon after the State Board of Education indicated the priority status of career education, the State Department of Education and local school systems started working together in planning and implementing career education programs. Approximately ninety percent of the State's share of Part D funds were awarded to comprehensive career education projects. The result of these cooperative efforts may be seen in the "Survey of Career Education Practices in Maryland" (Appendix D.) The survey indicates that most of the local school systems have given career education a high priority, and they plan major staff and progress development efforts to implement this priority. While it may not be completely accurate to attribute all that has happened in career education in Maryland to the Maryland Career Development Project, it would be completely accurate to attribute much of what has happened to the Project and those associated with it.

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Evaluation

During the first two years of its operation, the Maryland Career Development Project was evaluated under the direction of Dr. Walter Mietus of the Industrial Education Department of the University of Maryland. However, because of his increasing responsibilities within that Department, Dr. Mietus notified the Project Director in June of 1972 that he would be unable to conduct the evaluation for the third and final year of the project. At the request of Dr. Robert Lloyd, Assistant Superintendent for Pupil Services of the Baltimore Public Schools, a meeting was arranged with Dr. David Orr of Audo-Read Systems, Inc., to discuss the evaluation of the project. Dr. Orr submitted a proposal to do the evaluation and it was accepted and approved, after modification, by the U. S. Office of Education and the project staff.

From the standpoint of the effective operation of the project, it was unfortunate that the change in evaluation was necessary. Considerable time was necessarily spent in working out the new evaluation agreement and in orienting the new evaluators to the project, to project personnel, to the project setting, and to the previous evaluative data. Even after the evaluation plan was completed and approved (during the second week of November), the process of introducing the evaluators to the personnel in the schools and establishing procedures and instruments for collecting data continued. While the variety of regulations, policies, and procedures often made data collection difficult, the administrators directly involved with the project were especially helpful in alleviating these difficulties.

The evaluation report, with its focus on the third year of the project's operation is included as Volume II. In addition to the data and findings of that report, considerable data and findings, related to the first two years of the project's operation, are included in various sections of this narrative report (Volume I).

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## Conclusions, Implications, and Recommendations

The original premise on which the Maryland Career Development Project was based--that much of education may be changed and made more relevant and meaningful by focusing on programs which facilitate the career development of individuals--has been proven accurate. It is axiomatic that in education, as in other areas of social endeavor, when a need of great magnitude exists, the changes necessary to meet the need often take place more rapidly. Changing the existing educational system to meet the career development needs of students in Maryland has been a sizeable undertaking, involving planning; training for administrators, teachers, and counselors; developing programs and materials; and evaluating. This project has helped this process by demonstrating many practices and procedures that work and some that don't work.

The following conclusions, based on data and experiences, may be drawn from the conduct of the Maryland Career Development Project over the past three years:

1. The unique nature of this project which focused on Baltimore City, but which had an impact on the entire State, was made possible through an outstanding cooperative effort between Baltimore Public School personnel and Maryland State Department of Education personnel. This cooperative working relationship involved coordination of efforts, joint planning and working together, and constant personal and written communications.

2. The project and the activities associated with the project have brought about changes in policies and practices related to career education at the State and at the local levels. The project and the personnel associated with the project have created an awareness of the concept of career education and the importance of career education for students of all ages.

3. Many school systems and schools have a variety of projects or activities in their existing curriculum which relate to career education. However, in many cases the student outcome goals or behavioral objectives related to career education are not clearly stated.

4. Teachers and counselors at all levels are enthusiastic about career education, and they are interested in playing a role in its implementation. However, in order to capitalize on this enthusiasm and interest, two factors are usually required. First, the staff must have administrative backing and support. Second, the teaching and counseling staff must have access to training or inservice work in areas related to the implementation of career education.

5. Supervised work experience in the school and in the community may serve an important learning and motivational function for many students, especially during the late pre-adolescent or early adolescent stages. While educators and some employers and employing institutions express enthusiasm for greater opportunities for

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work experience, many social, legal, and cultural factors will continue to constrain the widespread utilization of this procedure.

6. A major need still exists for the development of a system which will deliver accurate and reliable information about the range of career and educational opportunities available to students.

The following recommendations are made after considering the findings and the results of the project, and after considerable discussion with members of the project staff and the teachers and administrators associated with the project:

1. In future projects involving joint participation of LEA and State Education Department personnel, special attention should be given to organizational structure in order that authority and responsibility is clearly designated, without unnecessary duplication.

2. Each school system and each school should have clearly stated goals for career education, along with statements of the student outcomes expected from those goals.

3. In implementing career education in Baltimore City, attention should be given to the existing programs and practices which effectively produce desired student outcomes. Many of the programs and practices described in this report would be included in this category.

4. As a result of this project, a sizeable nucleus of teachers and counselors have been trained in the concept of career education and its implementation. These personnel should be used extensively in their own schools, and to the greatest degree possible, throughout the school system in teaching career education skills to other staff members.

5. Plans should be made for the distribution and utilization of the career education program materials which have been developed as a result of this project. These materials would include the "Calling Careers" television series, the elementary and junior high resource guides, and the learning packages.

6. School systems should continue to provide work-experience opportunities for those students to whom this kind of experience is essential. Specifically, school systems should develop a plan for actively recruiting employers who will provide work stations for students. At the same time, schools should develop a systematic procedure for preparing students to engage in this kind of experience. This procedure should include an orientation to the world of work; teaching and counseling in the areas related to developing interpersonal and human relations skills; and helping students learn about the specific talents and aptitudes which they possess related to success in the world of work. Generally, students should be aged 15 or in grade 9 before being placed in work-experience situations in the community.

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7. Special attention should be given at the State and local level to the matter of providing funds for transportation associated with career education programs. Provision should be made for field trips for students at all age levels, and for transportation associated with career exploration activities or work-experience activities.

8. Efforts to improve existing career and educational information systems should continue. Guidance and vocational education personnel should work together in adding to the existing collection of VIEW cards and providing orientation for school personnel in the use of VIEW equipment and procedures. Working relationships should be continued and improved between the State employment service and higher education personnel so that students will have access to information about the widest possible range of educational and career options and opportunities.

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Appendix B

MATERIALS DEVELOPED AS A PART OF
OR IN CONJUNCTION WITH THE MARYLAND
CAREER DEVELOPMENT PROJECT

1. The following materials were produced as a part of the Maryland Career Development Project:

   A. Elementary Career Education Resource Notebook

   B. Junior High Career Exploration Model

   C. VIEW Occupational Information Materials

      (1) Microfilm VIEW scripts
      (2) Classification System of VIEW Scripts--U.S.O.E. career clusters
      (3) Classification System of VIEW Scripts--Kuder Vocational Preference Inventory

   Note: Limited copies of the above materials are available from:

   Director of Guidance and Placement
   Baltimore Public Schools
   2418 St. Paul Street
   Baltimore, Maryland 21218

   D. Calling Careers Television Series

   Telecast schedule, copies of the teacher's manual, and information about the availability of the series may be obtained from:

   Director, Division of Instructional Television
   Maryland State Department of Education
   Bonita Avenue
   Owings Mills, Maryland 21117

2. The following materials were developed in coordination with the Maryland Career Development Project and/or with the major involvement of Project personnel:

   A. Career Education Task Force Report, Baltimore Public Schools, available from:

   Director of Guidance and Placement
   Baltimore Public Schools
   2418 St. Paul Street
   Baltimore, Maryland 21218

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B. Maryland State Department of Education, Career Education Five Year Plan, copies available from:

Chairman, Career Education Task Force
Maryland State Department of Education
P. O. Box 8717 - Friendship International Airport
Baltimore, Maryland 21240

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# career education workshop

SPONSORED BY THE SECONDARY, VOCATIONAL AND ADULT DIVISIONS
IN COOPERATION WITH THE MARYLAND CAREER EDUCATION DEVELOPMENT PROJECT

BALTIMORE HEBREW CONGREGATION/PARK HEIGHTS AND SLADE AVENUES

MARCH 20th
8:30 AM TO 3:00 PM

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SVA DIVISIONAL CONFERENCE ON CAREER EDUCATION
BALTIMORE CITY PUBLIC SCHOOLS
AND
MARYLAND STATE CAREER DEVELOPMENT PROJECT (K-ADULT)
BALTIMORE HEBREW CONGREGATION
PARK HEIGHTS AND SLADE AVENUES
MARCH 20, 1973

A G E N D A

| | | |
|---|---|---|
| 8:30- 9:00 a.m. | Registration and Coffee | |
| 9:00- 9:10 a.m. | Introduction of Guest Speaker: | Dr. Joel A. Carrington<br>Acting Asst. Supt.<br>Secondary Education |
| 9:10- 9:30 a.m. | Keynote Address: | Dr. Vernon S. Vavrina<br>Associate Superintendent<br>Curriculum and Instruction |
| 9:30-10:15 a.m. | Symposium: Moderator, Mrs. Carolyn W. Boston | |
| | Participants: | Dr. Theodore Rybka<br>Mr. Leonard Rosenberg<br>Mr. Reginald Lawrence<br>Mrs. Audrey Allen<br>Mrs. Mildred Kington<br>Mr. Malcolm Dutterer<br>Mr. E. Niel Carey<br>Mrs. Charlotte Mebane<br>Mr. Curtis Dove<br>Miss Portia Pinkney<br>Mr. George Mitchell |
| 10:15-10:45 a.m. | Question and Answer Period | |
| 10:45-11:00 a.m. | Break | |
| 11:00-12:00 Noon | Task Force Model For Career Education Workshops | |
| 12:00- 1:00 p.m. | Lunch | |
| 1:00- 1:30 p.m. | Film: "Vocational Education-Baltimore Style"<br>Introduced by: | Dr. Benjamin Whitten<br>Area Superintendent<br>Vocational Education |
| 1:30- 1:45 p.m. | Career Education As A State Priority: | Mr. Niel Carey<br>Director, Maryland<br>State Career<br>Development Project<br>(K-Adult) |

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1:50- 3:00 p.m. Existing Programs with Implications for Career Education:

Maryland Career Development Project (K-Adult)
Project Go
Cooperative Education and Placement Programs
Direct Search for Talent (DST)
Recruitment Task Force (RTF)
Interdisciplinary Approach to Career Education
Mrs. Elizabeth Edmonds, Asst. Principal
School #79
Mr. Oscar Helm, Principal, School #70
Mr. Maurice Schreiber, Prin., School #72
Mrs. Anne O. Emery, Prin., School #411

3:00- 3:20 p.m. Overview of Maryland State Career Development Project (K-Adult): Mrs. Charlotte Mebane

3:20- 3:30 p.m. Summary and Implications for The Future:
Dr. Joel A. Carrington
Acting Assistant Superintendent
Secondary Education

3:30 p.m. Evaluation

3:40 p.m. Adjournment

Appendix D

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Resolution
Maryland State Board of Education
October 27, 1971

Resolution No. 1971 - 56 Re: Career Education

WHEREAS, the central purposes of education--to prepare youth to accept the reality of constructive pathways to adulthood, to help them engage these pathways successfully, and to assist them in finding personal relevance in the life options available to them--are not being effectively accomplished for large numbers of youth in the school system of our State, and

WHEREAS, one of the goals toward which our educational system must direct itself is the provision for every student to acquire the skills which will allow him to make a livelihood for himself and for his future family, no matter at what level of the educational system he leaves, and

WHEREAS, such skills are not confined to the manipulative skills but are all those by which one can use his capabilities in activities which contribute both to individual fulfillment and society's maintenance and progress, and

WHEREAS, to make public education in Maryland become more relevant to today's needs and the needs of the future, it becomes increasingly evident that public education should be focussed around the theme of career education, and

WHEREAS, the Maryland State Department of Education has been singularly honored by being selected as the agency to bring this matter to the attention of key educators and decision makers across the nation, now therefore

BE IT RESOLVED, that the State Board affirms its support of the concept of career education and directs the Department to develop a comprehensive plan to serve all youth and adults involving career orientation, exploration, preparation for job entry and/or further education, including intensive guidance and counseling services.

Appendix E

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Local Unit Entire State Compiled

Implementation of Career Education

Please check the columns for 1972-73 and/or 1973-74 to indicate the steps which your school system has taken or will take in implementing Career Education.

| | Accomplished (School Year 1972-73) | Plan to Accomplish (School Year 1973-74) |
|---|---|---|
| Career Education established as a priority area by Board of Education and/or Superintendent | 35 | 8 |
| Career Education Committee or Task Force established | 21 | 3 |
| Career Education plan developed | 12 | 7 |
| Coordinator of Career Education named | 14 | 7 |
| Major inservice or staff development activities conducted in Career Education | | |
| K-12 | 10 | 12 |
| High School | 6 | 6 |
| Middle or Junior High | 7 | 6 |
| Elementary | 5 | 5 |
| Program development activities conducted in Career Education | | |
| K-12 | 8 | 13 |
| High School | 6 | 4 |
| Middle or Junior High | 9 | 8 |
| Elementary | 7 | 4 |
| Other (Describe) | 11 | |
| No major activities in Career Education are planned | 1 | |

Please list the name of one contact person on your staff to whom communications or information concerning Career Education should be sent.

Name _____ Title _____

School System _____ Superintendent of Schools

Upon completion, please return this questionnaire directly to Mr. [illegible] Neal Carey, Chairman, Career Education Task Force, Maryland State Department of Education, P.O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240 by March 15, 1973.